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ABSTRACT

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with developing a plan for evaluating a vocational program, performing a program evaluation, and developing a final evaluation report. Addressed in the individual learning experiences included in the module are the following topics: evaluating local vocational programs (the nature of program evaluation, key elements in a program evaluation model, and special evaluation concerns); development of and elements in a local program evaluation plan (description of the situation, statement of the evaluation philosophy and objectives, responsibilities, evaluation activities, limitations of the study, a schedule of activities, a statement of reporting procedures, and a summary of dissemination methods and plans for implementation); and preparation of the final report (presentation of data in text, tables, and figures; formulation of findings, conclusions, and recommendations; and distribution of the final report). Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

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Evaluate Your Vocational Program

Second Edition

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
COLUMBUS, OHIO 43210

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE A-11

Evaluate Your Vocational Program

Second Edition

Module A-11 of Category A—Program Planning, Development, and Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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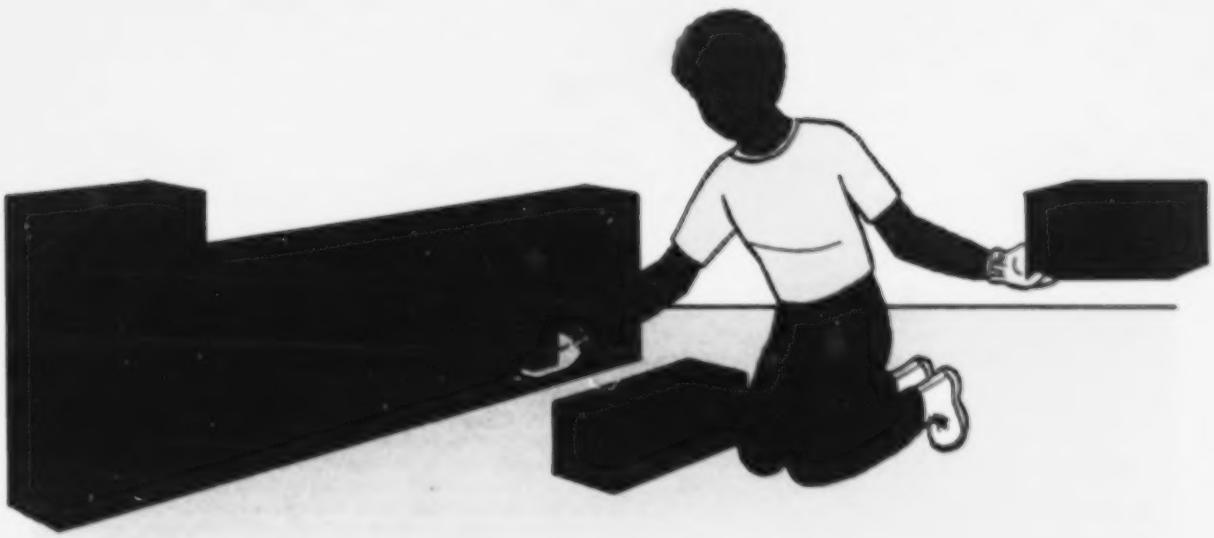
INTRODUCTION

The demand for the evaluation of vocational education programs arises from several sources. The youth and adults who enroll in vocational education programs; the parents of those youth; those at the local, state, and federal levels whose dollars support the programs; and the employers who hire program graduates—all these parties want to be sure that the programs are effective. In the wake of the 1983 *Nation at Risk* report, there is even more pressure on the vocational education community to document the quality and worth of vocational education programming in preparing individuals for the world of work and for lifelong learning.

In this technological age of accuracy and precision, **knowledge** is replacing opinion, and **evidence** is replacing guesswork. Educators cannot afford the luxury of operating programs solely on the basis of what they **believe** to be right. As the public is asked to invest more of its dollars in vocational education, there is a growing concern for educational procedures to be justified on the basis of efficiency and effectiveness. The issue is not **whether** to evaluate, but rather **how**.

Evaluation must be an integral and continuing part of the total educational process. It must be thought of not as an appendage, but as a fundamental part of the total program effort. It must be viewed as a constant and vital part of the educational management and accountability process. Unless programs are properly evaluated, educators will not have sufficient evidence on which to make decisions regarding program development and revision.

This module focuses on **locally directed** and **product-oriented** program evaluation. The module is designed to give you skill in planning and conducting vocational education program evaluation efforts. While many vocational teachers will not have total responsibility for the evaluation effort, every teacher will need to help with the evaluation process and should be prepared to utilize pertinent findings and recommendations to help improve his/her vocational-technical program.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, evaluate your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 53–54 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and procedures involved in evaluating a local vocational program (*Learning Experience I*).
2. After completing the required reading, develop a plan for evaluating the hypothetical vocational program described in a given case situation (*Learning Experience II*).
3. After completing the required reading, develop a final evaluation report for a hypothetical vocational program described in a given case situation (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in maintaining an occupational advisory committee, in developing program goals and objectives, and in conducting a student follow-up study. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Maintain an Occupational Advisory Committee,* Module A-5
- *Develop Program Goals and Objectives,* Module A-6
- *Conduct a Student Follow-Up Study,* Module A-10

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Patton, Michael Quinn. *Qualitative Evaluation Methods.* Beverly Hills, CA: Sage Publications, 1980.

Reference: McKinney, Floyd. *Program Evaluation in Vocational Education: A Review.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977. ED 149 186

Reference: Guba, Egon G., and Lincoln, Yvonna S. *Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches.* San Francisco, CA: Jossey-Bass Publishers, 1981.

Reference: Wentling, Tim L. *Evaluating Occupational Education and Training Programs.* Second Edition. Urbana, IL: Griffon Press, 1980.

Learning Experience II

Optional

A group of 2–5 peers with whom you can discuss planning for an evaluation.

Learning Experience III

Required

A resource person to evaluate your competency in developing a final evaluation report.

Optional

A final evaluation report, for a vocational program in your service area, that you can review.

Learning Experience IV

Required

An actual teaching situation in which you can evaluate a vocational program.

A resource person to assess your competency in evaluating a vocational program.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

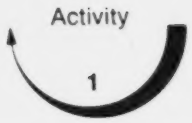
After completing the required reading, demonstrate knowledge of the concepts and procedures involved in evaluating a local vocational program.

You will be reading the information sheet, Evaluating Local Vocational Programs, pp. 6–15.

You may wish to read one or more of the following supplementary references: Patton, *Qualitative Evaluation Methods;* McKinney, *Program Evaluation in Vocational Education: A Review;* Guba and Lincoln, *Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches;* and/or Wentling, *Evaluating Occupational Education and Training Programs.*

You will be demonstrating knowledge of the concepts and procedures involved in evaluating a local vocational program by completing the Self-Check, pp. 16–17.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 19.



Evaluating local vocational-technical programs is the first step in improving those programs to better meet the needs of the community. For information on what program evaluation is, who should conduct it, and how to do so, read the following information sheet.

EVALUATING LOCAL VOCATIONAL PROGRAMS

The word *evaluation* can be threatening to educators. Concerns about tenure, promotion, salary, programs, facilities, and accreditation seem to be first in the thoughts of those approaching an evaluation. Furthermore, it seems to be one of those time-consuming responsibilities that can be easily postponed.

Educators must not be lulled into complacency on the question of whether to evaluate programs. Vocational-technical programs **are** evaluated by the people they serve—like it or not. Educators must be prepared to do a high-quality job of evaluating or helping to evaluate their own programs.

The Nature of Program Evaluation

Program evaluation is the task of making judgments about the worth or value of a program. It primarily involves determining the extent to which **previously** established program objectives are being or have been attained.

It should be recognized that program evaluation is a type of survey research. As such, the overall excellence and validity of an evaluation effort will depend a great deal on the extent to which sound research techniques are applied.

Reasons for Program Evaluation

The fundamental reason for evaluating vocational-technical programs is to seek **program improvement**. Evidence about the relative merits of a program enables educators to make more rational, data-based decisions about their programs. Students are the ultimate beneficiaries and consumers of the educational process. Educators have an obligation to ensure that the educational process will deliver what is specified in the program objectives.

In addition, program evaluation is a necessary function, since the public fiscal budget for vocational education continues to rise. Secondary and postsecondary educators must assure the community that each tax dollar is spent efficiently and effectively. Increased emphasis on **program accountability** when state and federal monies are expended has also increased the need for well-conducted local evaluations to obtain evidence of accomplishment and justification for the dollars spent.

Who Should Evaluate?

Vocational-technical programs are continually evaluated by the people they serve. Evaluations are made by educators, taxpayers, parents, students, and other people affected by the vocational education program. These evaluations may be accurate or inaccurate, depending upon the amount and source of information used. By using a structured approach to gather evaluation data from those **affected by** and **involved with** the educational program—instructors, administrators, supervisors, counselors, students, parents, alumni, employers, and employees—you can ensure that you get an accurate overall picture of program strengths and weaknesses.

Many evaluations are conducted by a third party. This third-party approach to evaluation is often conducted by a team of "experts" who visit the educational agency, observe the program, talk with students and teachers, and report their findings to the professional personnel and the governing board.

Characteristically, third-party evaluation teams have assessed the **ways and means** an institution employs in attaining the program objectives (e.g., instructional processes and procedures) rather than the significance of program **outcomes**. For example, the concern has often been with such things as the amount of classroom or laboratory space available, the quality of the physical facilities, and the qualifications of the teacher rather than with whether program graduates are employed and able to advance in their career fields.

Third-party teams can provide a different perspective of the vocational program that is useful, however. Hence, these evaluations, even though generally process-oriented, do provide another valuable source of feedback about the vocational program.

Involving Key Groups

In locally directed program evaluations, it is important to have the involvement of those key individuals and groups directly concerned with the program. Their involvement from the beginning in appropriate ways generally increases their understanding of the process and their commitment to carry out as many recommended program improvements as possible. Failure to involve them, on the other hand, can cause a fine evaluation study to be ignored because it lacks the support of those key individuals and groups who can bring about change and improvement.

The first group to involve is the **school or college administration**. In postsecondary institutions, the group could include the department chairperson, the dean of occupational education, and the college president. At the secondary level, it could include the superintendent, principal, vocational supervisor, vocational director, and program head.

Gaining the support of these administrators is the first step in securing support and commitment from others and in ensuring continuing enthusiasm for program evaluation. Without strong administrative support, the evaluation effort is not likely to be successful.

A second key group to involve might be called a **staff steering committee**. The staff steering committee should be composed of teachers and staff directly involved with the program to be evaluated and a person from the school or college administrative staff. It is also wise to include members of the guidance and counseling staff and representatives of faculty from the general education or academic curricular areas.

Members of the steering committee can provide direction and assistance for the evaluation effort by performing such tasks as the following:

- Devise the overall evaluation plan
- Develop or update a philosophy statement for the vocational program
- Review program objectives
- Develop follow-up and other instruments that may be needed
- Help conduct parent and/or employer interviews

Often the staff steering committee is divided into subcommittees with specific responsibilities for planning and conducting the follow-up study or other evaluation tasks.

Other key groups to include in an evaluation effort are **occupational advisory committees** and **student committees**. The involvement of these committees is necessary if you are to gain the support of the community and the students your program serves. Since students are both involved in and affected by the vocational program, they should be highly qualified participants in the evaluation process.

Students from one or more vocational areas (depending on the scope of the evaluation effort) may be involved in several appropriate ways. For example, they can assist with the development of follow-up questionnaires or letters or suggest changes in program goals and objectives on the basis of their own experience. Students may serve on evaluation committees with nonstudent members or as members of a separate student committee.

Program Evaluation Model

Many different program evaluation systems or models exist, varying in complexity, design, and intent. Two important questions to consider when choosing a system for program evaluation are the following:

- Is the system appropriate for the situation to be evaluated?
- Are the teachers and others concerned capable of handling the complexities of the system?

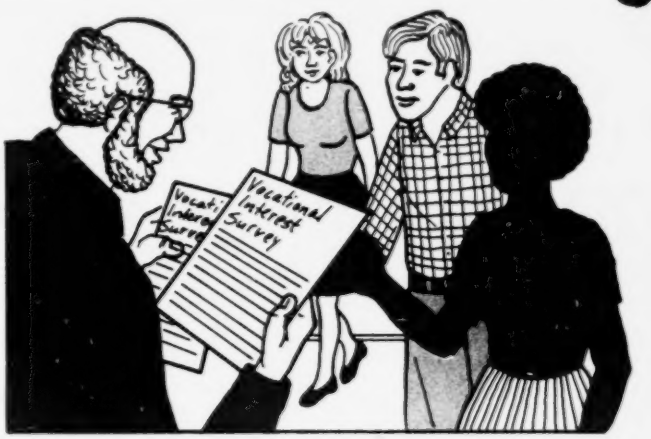
One evaluation system that you can consider for your situation is the eight-step process shown in sample 1 and described below. This system was developed by Harold M. Byram, Floyd L. McKinney, and others in the Multi-State Vocational Education Evaluation Project and was later used by McKinney and others in the Central Kentucky Vocational Education Evaluation Project.

Assess Needs

A needs assessment should tell us the difference between where we are and where we need to be. Needs assessment efforts should include a careful study of human resource needs, student needs and interests, educational facilities and equipment, community characteristics, employment trends, and community resources.

Human resource data may be secured from such sources as the state occupational information coordinating committee (SOICC), the state vocational education agency, census publications, state and local employment security offices, chambers of commerce, business and professional organizations, agricultural censuses, and locally conducted human resource studies and community surveys.[1] Professionally prepared inventories, such as OVIS (Ohio Vocational Interest Study), or locally developed inventories may be used to secure information concerning student interests.[2]

A survey of parents and citizens can provide valuable information about their attitudes toward vocational education, their expectations for the schools in their community, and their own interest in vocational education. This type of survey research data is commonly collected through a questionnaire mailed to all taxpayers of the district or to all parents of students enrolled in a secondary school.



Parents of secondary students, for example, can be asked (1) what vocational programs they feel the local school should be offering, (2) what occupational areas they want their children to pursue, and (3) how they feel toward the programs in which their children are presently enrolled. Adults may also be asked questions that determine (1) how much they know about the present vocational-technical program offerings and (2) whether they have an interest in postsecondary or adult education offerings.

An activity that has proven very helpful in assessing employers' needs is to ask all vocational-technical instructors and members of the staff steering committee to make short visits to businesses and industries in the employment area. These visits should be prearranged and should be specifically designed to help employers understand the programs and concerns of the school or college.

In addition, the visits should be tailored to gain employers' reactions to the quality of the vocational-technical program. This activity has proven in many cases to be not only a good needs assessment and evaluation activity, but an excellent public relations endeavor as well.

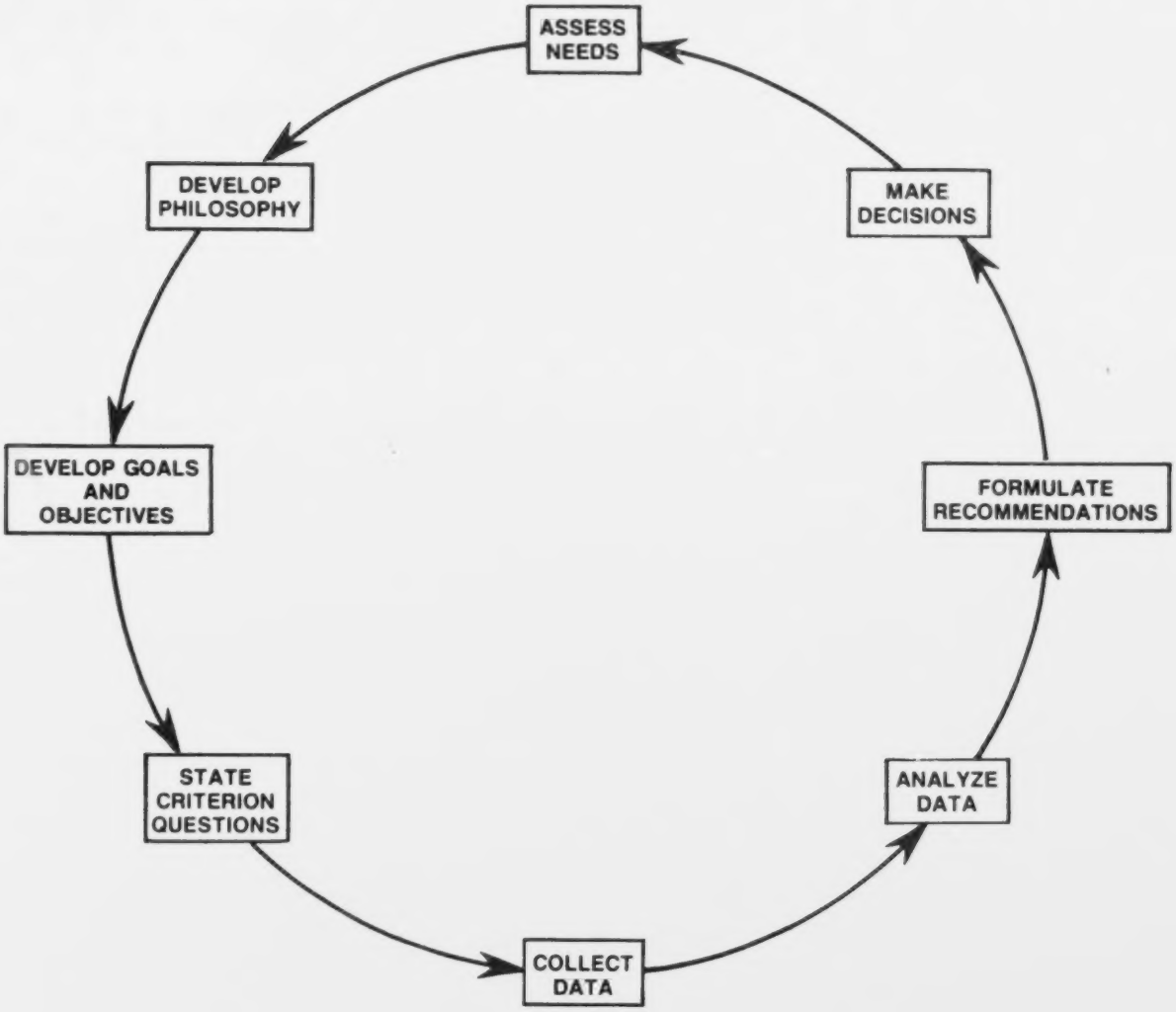
An example of a questionnaire that could be completed by a secondary-level interviewer during such a visit is shown in sample 2. This form could easily be adapted for a postsecondary program by slightly changing the wording.

1. To gain skill in conducting community surveys, you may wish to refer to Module A-1, *Prepare for a Community Survey;* Module A-2, *Conduct a Community Survey;* and Module A-3, *Report the Findings of a Community Survey.*

2. To gain skill in gathering student data, you may wish to refer to Module F-1, *Gather Student Data Using Formal Data-Collection Techniques;* and Module F-2, *Gather Student Data Through Personal Contacts.*

SAMPLE 1

PROGRAM EVALUATION SYSTEM



SAMPLE 2

INTERVIEW QUESTIONNAIRE: Employers

Date of Interview_____
Place of Employment _____
Person Interviewed _____ Title _____ _____
Number of People Employed _____

Questions to Be Asked

1. What are some of the standards you use when hiring people? (List in order of importance.)
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____
   g. _____
   h. _____
2. What is the prime reason for employee failure? _____
3. Do you use high school records when hiring people?_____
4. Do you use the high school in any other way when hiring? _____
5. Approximately how many graduates do you hire each year? _____
6. How do our graduates compare with other high school graduates? (Consider attitude, appearance, job entry skills, etc.)
   a. Below average _____
   b. Average _____
   c. Above average _____
7. Do prospective employees seem most interested in salary or the type of work?_____
8. Do you seriously consider the courses a prospective employee had in high school in relation to the job he/she is being interviewed for?_____

Interviewer's Comments

What were your (the interviewer's) impressions (1) of the employer's attitude toward this program and (2) of the students' employer?_____
_____

Do you feel that the teachers are covering the right areas and materials in the classes that are related to this type of employment? _____
Recommendations or suggestions: _____
_____
_____

Signed _____

SOURCE: Adapted from Harold M. Byram and Marvin Robertson, comps., *Locally Directed Evaluation of Local Vocational Education Programs*, Third Edition (Danville, IL: The Interstate Printers and Publishers, 1971).

Develop Philosophy

The basic guiding beliefs of the school or college about vocational-technical education need to be formally presented in writing. These beliefs should reflect the current beliefs of the community concerning the desired processes and products of occupational education. The existing statement of philosophy should not be viewed as unchangeable; if evidence is presented indicating a need for change, the philosophy should be modified.

An example of a local school's statement of philosophy for vocational education is shown in sample 3.

Develop Goals and Objectives

Program goals and objectives should be based on the results of needs assessments, and they should reflect the statement of philosophy. Goals are general statements of **intent or purpose** that reflect recognized needs. Objectives are more specific and measurable statements of the **expected outcomes** of the occupational program. The program objectives provide the framework for and determine, to a large extent, the evaluation that is conducted. Therefore, it is important to spend sufficient time and energy in their development.

State Criterion Questions

The development of criterion questions for each objective requires a good deal of time and should involve several people who are keenly interested in the program. From the list of the criterion questions, one can determine the appropriate information needed for the evaluation effort.

A criterion question is one that states the objective in such a way that an answer is called for that would help to measure the attainment of the objective. For example, given the secondary-level program objective, *To keep parents informed about the school's vocational offerings*, an appropriate criterion question would be, *To what extent are parents familiar with the school's present offerings?* To collect data that would help answer this criterion question, parents might be asked one or more questions designed to secure information concerning their understanding of the vocational offerings. These questions might be presented on a parental survey questionnaire or parental interview form.

It is important to formulate questions in such a manner that they may be answered in varying degrees, from very positive to very negative. It may not be necessary to develop more than one question for an objective that is narrow and specific, such as *To present instruction that prepares students to obtain jobs as secretarial workers.* However, a more general objective might require several questions relating to it.

For example, the program objective, *To prepare students for entry-level employment and advancement in positions satisfying to the students,* would require such criterion questions as the following:

- How many students leaving the vocational program obtain entry-level employment?
- How many former students are able to make reasonable advancement in their positions?
- How satisfied are the former students with their employment situation?

Collect Data

It is usually necessary to collect three general categories of data in a comprehensive local vocational-technical program evaluation: demographic data, process data, and product data. Demographic data include background information about the students, teachers, and educational institution. Process data include information about aspects of the educational process that may influence student outcomes. Product data include information about the effects of the vocational program on its product—the student.

Both process and product evaluations are valuable. However, the emphasis of most locally directed program evaluations should be on **product** evaluation. The human outcomes of the programs are far more important than the processes used to attain them.

The types of **demographic data** that can usually be obtained by searching existing records are as follows:

- **Student** demographic data, including grade point average, courses taken, attendance, address, aptitude and intelligence test scores, and placement records
- **Teacher** demographic data, including years of occupational and teaching experience, educational preparation, and field experience
- **School or college** demographic data, including enrollment in classes, average daily attendance, and programs offered

SAMPLE 3

VOCATIONAL EDUCATION PHILOSOPHY

Appleton Schools

Education is a unified, continual, life-oriented process that continues from early childhood until death. Vocational education is a significant part of the total education process—that of directing forces toward the full realization of the potential of each individual. Vocational education is in harmony with, and supports, an overall philosophy of education and human resources development.

Value of the Individual

Each and every individual is important and each differs in his/her interests, needs, and abilities. Individuals mature educationally at various rates. Therefore, the capabilities of the individual to learn should be determined through counseling and testing. Individualized instruction should be provided to maximize the individual's ability to learn. Each individual has dignity, worth, and a right to the opportunity to attain his/her maximum potential, even if that individual is economically and/or socially disadvantaged or has a mental or physical handicap. In a democratic society, education should be provided to attain the maximum potential of the individual in order that he/she may make a worthy contribution to society. Most individuals can be successful in an occupation. Individuals out of school and out of work represent a potential loss of individual worth.

Human Resource Needs of a Changing Society

The rapidly changing human resource needs of society must be supplied if our society is to continue providing for the economic and social needs of the people. A large number of persons are continually entering the work force, and many current members need to be retrained or to have their skills updated. Thus, a constant demand for vocational training and retraining of the labor force is created.

Relationship of the Individual to Society

Individuals and the society have responsibilities to each other. Society is placed in the position of being of service to the individual first, by providing the essentials of life and an environment that permits the individual to fully develop his/her potential abilities. Receiving the rewards provided by society allows the individual to become a productive member of society. To the extent that any individual, for whatever reason, is denied the opportunity to occupy a useful position—to that extent, society is deprived.

Role of Vocational Education in Helping the Individual Relate to Society

People make the greatest contribution to their own well-being and to society through useful and rewarding work. An individual's opportunity to perform depends upon his/her ability to choose an appropriate occupation and acquire adequate preparation for work in that occupation. Vocational education can make a significant contribution in helping the individual fulfill his/her work role in society.

Each person is entitled to assistance in making career choices, in preparing for an occupation through education and training, and in gaining employment in his/her chosen occupation. Occupational requirements and individual needs can be met only through the establishment of different types of preparation and varying levels of education. Vocational education enables people to develop competencies that are essential for successful employment in an occupational area that will provide economic, social, and cultural satisfaction. Programs of vocational education should assist the development of the capabilities and self-realization of the individual to maximum potential.

The Vocational Education Process

Vocational education programs should be planned and implemented on the basis of the interests, needs, and abilities of the students and the human resource requirements of the labor market. This is necessary so that persons of all ages will have ready access to vocational training or retraining that is of high quality and realistic in light of actual or anticipated opportunities for gainful or useful employment.

Vocational education assists people in making career choices; in selecting an occupational area of training; and in developing abilities, interests, and attitudes needed for entrance into an occupation. It assists people in developing competencies essential for advancement in an occupation and for successful and satisfying work experiences, in upgrading and/or retraining for current demands of the labor market, and in becoming effective and efficient producers of goods and services.

Answers to many of the problems in vocational education have yet to be discovered. Program development should utilize the results of a strong research and development effort. The effectiveness and efficiency of programs of vocational education must be determined. Those involved with and those affected by programs should assess the effectiveness and efficiency of those programs. Product and process evaluation of programs should lead to program improvement.

The vocational education program for each individual should articulate his/her talents and interests so that he/she is prepared to assume the role of a productive citizen.

Several types of **process data** can be obtained simply by studying the facilities and the records available. Examples of the process areas commonly studied include the following:

- The teaching-learning process and procedures
- Curriculum (course of study)
- Learning resources available
- Supplies and equipment available
- Instructional space and laboratory facilities

Most state departments of education and accrediting associations have instruments available that can be used as they are or adapted for this purpose.

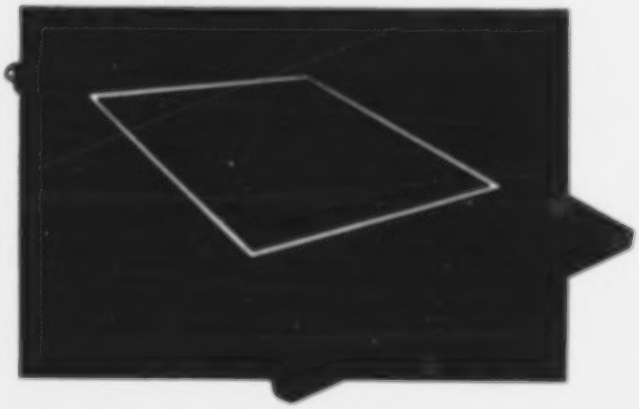
Generally, **product data** are gathered from one or two sources. Most common, and perhaps most valuable, are data from a **student follow-up study**. Former students are in a unique position to comment on how well their secondary or postsecondary vocational-technical courses prepared them to enter and advance in the world of work. To provide an accurate and complete picture for the purposes of program evaluation, follow-up studies should be conducted approximately one year and three years after students' departure from the program.

The second most common source of product data is a **survey of employers** of former students. Employers who have hired one or more students who have recently left your vocational-technical program are in a good position to comment on the strengths and weaknesses of the training your former students' received. They can provide you with important insights into the effectiveness of your program. The procedures for conducting employer follow-up surveys are very similar to those for conducting student follow-up studies.

There are some **additional data sources** that should be used in evaluating a vocational-technical program. These include community survey reports, reports by accrediting agencies, and supervisory reports.

Ideally, vocational programs are planned in response to specific data gathered in a community survey—a survey of the vocational needs of the community. If such a survey has been conducted recently in your community, some of the data contained in the survey report may be helpful to you in determining how well your present program satisfies the needs established by that report.

Regional accrediting agencies usually conduct process-oriented evaluations of each college and secondary school in their regions. Each institution must undergo such an evaluation every ten years to retain its accreditation. As part of this evaluation process, the school staff must conduct a complete self-evaluation that is compiled into a printed document.



The visiting committee for the accrediting agency then reviews this document, conducts observations and interviews at the school or college, and prepares an evaluation report. If such an accreditation evaluation has been conducted at your school or college recently, these documents should be available and should contain valuable data concerning the goals, objectives, and adequacy of your program.

Finally, state supervisors generally make it a point to visit each vocational program in their state annually or semiannually. These visits are documented in formal or informal reports that are another excellent source of evaluation data.

Some states have other highly structured mechanisms for evaluating their vocational education programs, often using a process similar to that of the regional accreditation agencies. Students, teachers, counselors, administrators, laypersons, and state review teams work together to evaluate the existing programs and to identify needed improvements. This evaluation process is documented in detailed reports that may be of assistance to you in planning and conducting your evaluation. Similar program evaluation procedures and instruments can be obtained from the evaluation division of most state departments of education.

Analyze Data

Evaluation data normally should be analyzed using simple, descriptive statistical techniques, such as the computation of frequencies, percents, means, and medians.[3] In all cases, the analysis of data should be appropriate to the data collected. If more sophisticated statistical treatments are desired, most teachers would be well advised to consult with a statistical expert.

Regardless of the analysis treatment used, it is extremely important that the report be written and illustrated clearly—for example, with bar graphs or circle (pie) graphs—so that all concerned can understand the findings.

Formulate Recommendations

As a teacher and as an evaluator, you are responsible for carefully reviewing the data and helping to make recommendations for program improvement on the basis of those data. The staff, student, and advisory committees should be asked to review the data and help determine the recommendations as well.

Make Decisions

The decision-making process is an important one. As a teacher, you have a responsibility to disseminate, as appropriate, the findings and recommendations to administrators and/or governing bodies. You should ensure that one or more written reports of the study are prepared and distributed. And you should assume leadership for making changes—within your jurisdiction—to improve the vocational program.

Recommendations that involve others or cost money will, of course, need administrative approval. Even in these circumstances, however, you have a responsibility to request the funds or policy changes needed so as to offer an improved vocational-technical education program to your students.

Decisions also need to be made concerning future evaluation needs. In planning to evaluate your educational program, you should keep in mind the following key points:

- Evaluation is a **continual** process. It is not something to be done once every other year.
- Evaluation requires **commitment**. Success in evaluation requires that time, money, and moral support be present for those charged with planning and conducting the effort.
- Evaluation should be **product-oriented**. The emphasis in product-oriented evaluation is on program outcomes rather than on the ways and means (process).
- Evaluation should be done in terms of the **objectives** for the vocational-technical program. The emphasis should be on determining the extent to which objectives are being met.
- Evaluation should involve both **those responsible** for the program and **those affected** by it. Persons responsible for and affected by programs are the ones who will be responsible for supporting and/or implementing any changes suggested as a result of an evaluation.
- Evaluation procedures and techniques should be **comprehensible** to the public. The American educational system has developed in an atmosphere of public interest and concern. Laypersons have had a large part in this development. Educators should make certain that the citizens they serve can comprehend what they are doing and why they are doing it, in regard to program evaluation.

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3. To gain skill in analyzing data, you may wish to refer to Module A-3, *Report the Findings of a Community Survey.*

Special Evaluation Concerns

The program evaluation model presented here lists basic steps to follow in evaluating any vocational program. There may, however, be additional points that you should address as you evaluate your own vocational program.

Perhaps, in your program, you are using a new approach to vocational instruction, such as the competency-based education (CBE) approach. Or, perhaps you have students with special needs enrolled in your program. In either case, you will need to ensure that the evaluation system you use addresses the effectiveness of your program in this context.

Your overall goal remains the same, of course: to determine whether your program is serving students effectively. You would do this, in part, by determining whether your CBE approach to instruction is effective or whether your program is truly serving students with special needs by preparing them for employment.

Suppose that you have students with special needs enrolled in your program—male students in a traditionally female area, physically handicapped students, or adults enrolled for retraining, for example. In evaluating how well your program serves these students, you should identify program goals and objectives that apply to these students and develop criterion questions to determine whether these objectives have been or are being met for these students.

An employer survey, for example, should include items related to the adequacy of training and the on-the-job success of these graduates. Student follow-up surveys should do the same. You could also compare the progress of these students toward established program goals and objectives with that of other students. You might obtain feedback from these students on how well the program is meeting their needs. And, you may need to determine whether these students were provided with the least restrictive environment or whether appropriate specialists were sufficiently involved in your overall program.

In designing and conducting your evaluation, you should keep in mind the special needs of these students. For example, a student with limited English proficiency or a student with low reading skills could have difficulty in completing a follow-up questionnaire. You may need to rewrite your questions in very clear, simple language or obtain the needed information orally.[4] These and other simple strategies can help you to evaluate your effectiveness specifically in terms of serving students with special needs.

Likewise, in tailoring your evaluation to a CBE approach, you could secure feedback from employers comparing the effectiveness of your CBE program in training students to that of conventional instructional approaches. You could also ask present or former students how satisfied they are with learning by the CBE method and whether they feel that it has been effective. Finally, you could ask your advisory committee to rate the effectiveness of your CBE techniques or materials.

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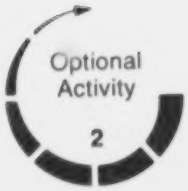
4. To gain skill in communicating with students with special/exceptional needs, you may wish to refer to Module L-8, *Improve Your Communication Skills*.



For additional assistance in planning how to evaluate your vocational program, you may wish to read one or more of the following supplementary references:

- Patton, *Qualitative Evaluation Methods*. This reference presents a detailed discussion of qualitative evaluation, including the collection of such data as descriptions of the context of an evaluation, direct quotations from people concerning their experiences, and case documentation. Especially recommended is Chapter 2, pp. 21–28, on the nature of qualitative data.
- McKinney, *Program Evaluation in Vocational Education: A Review*. This document examines several key evaluation efforts that reflect strategies typically used in vocational education. It also recommends ways to enhance the efficiency and validity of program evaluation.
- Guba and Lincoln, *Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches*. This reference offers a model of evaluation to address the shortcomings that many see in traditional evaluation. Part I, pp. 1–52, presents the theory underlying the authors' approach to evaluation.
- Wentling, *Evaluating Occupational Education and Training Programs*. This book specifically addresses the issues and techniques of evaluating vocational education programs.

The following items check your comprehension of the material in the information sheet, Evaluating Local Vocational Programs, pp. 6–15. Both items require a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. As a teacher at Overview Tech, you decide that you will recommend to your administrator that the local program of vocational education be evaluated. The first question your administrator asks is, "Why do you want to evaluate the program?" What is your answer?

2. You have just received a note from your administrator indicating that she thinks an evaluation of the local vocational education program would be a good idea. In fact, she has some suggestions of her own and wants your reactions to them. The following are her suggestions:

   - To expedite any data-collection activities, there should be only minimal involvement of persons outside the school.
   - To minimize the expense of the evaluation, human resource needs can be identified using data from an existing study, conducted six years ago.
   - The evaluation will be considered complete when the staff committee presents its analysis of the data collected.

   How would you respond to these suggestions?

NOTES

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. You could have responded to the administrator as follows:

   "The major reason for evaluating the Overview Tech vocational education program is to determine ways the program can be improved to serve the community better. Resources for education are always limited. We need to be sure we are conducting our vocational education program in a manner likely to attain the most effective and efficient results for the taxpayers. We cannot justify spending money for what we merely **believe** to be right; we must have evidence.

   "There is a need for valid information from employers and former students concerning the vocational program and employment opportunities in the community. Information about students is needed to improve decision makers' ability to appraise whether the local program is meeting the needs of the community."

2. **Minimal involvement of persons outside the school.** It would not be wise to have only minimal involvement of such people in data-collection activities. In order to answer the criterion questions that you develop for your program goals and objectives, you are likely to need information from outside the school.

   Your evaluation effort needs to be designed so as to determine whether you are serving your students and the community. Therefore, you must be able to collect all relevant information from all appropriate sources, within reason.

   Use of data from an existing study. A study of human resource needs conducted six years ago is likely to be out-of-date. You should obtain more recent information for your evaluation.

   You could perhaps still save on expenses by locating a more up-to-date study of labor demand for your area. If necessary, an informal study can be conducted with little expense.

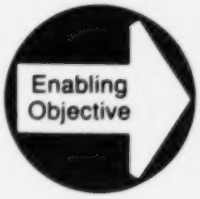
   Point at which evaluation is completed. There may be some administrative reason for considering the evaluation to be complete when the committee presents its analysis of the data collected. However, in fact, the process of evaluation is never really completed; one step leads to another. Evaluating the effectiveness of your vocational program is a continuing responsibility.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Local Vocational Programs, pp. 6–15, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



After completing the required reading, develop a plan for evaluating the hypothetical vocational program described in a given case situation.

You will be reading the information sheet, Developing a Local Program Evaluation Plan, pp. 22–25.

You may wish to meet with a group of peers from your service area to discuss how to plan an evaluation.

You will be reading the Case Situation, p. 26, and developing a plan for evaluating the vocational program described in that situation.

You will be evaluating your competency in developing an evaluation plan, using the Evaluation Plan Checklist, pp. 29–30.

Activity 1

Carrying out the activities involved in a program evaluation requires careful scheduling and planning. For information on how to develop a program evaluation plan and what to include in it, read the following information sheet.

DEVELOPING A LOCAL PROGRAM EVALUATION PLAN

A comprehensive plan for evaluating the vocational-technical program needs to be developed. The evaluation plan should be formulated cooperatively by the teacher, the staff steering committee, and the occupational advisory committee.

All persons involved in the development of the plan should receive an orientation to systematic program evaluation procedures. A cooperative planning effort will help all participants to more adequately understand the scope of the evaluation program and to determine their responsibilities and roles.

In most cases, the basic plan will have to be drafted by you and/or other staff members. Advisory committee members can react to plans and provide valuable advice, but they should not actually develop plans. The basic plan should be drafted by the teachers, reviewed by the steering and advisory committees, and submitted to the administration for approval to continue the evaluation effort.

A typical evaluation plan includes the following:

- Description of the situation in the area served by the school or college
- Written philosophy and objectives of the evaluation effort
- Responsibilities of the staff steering committee, occupational advisory committee, and student committee
- Evaluation activities to be conducted to assist in attaining the objectives of the evaluation effort
- Identification of boundaries or limitations
- Budget items and estimated costs
- Schedule of activities
- Reporting procedures
- Method of dissemination
- Plans for implementation

A sample evaluation plan for a secondary-level agriculture program is shown in sample 4. A plan for a postsecondary-level program would be similar.

Schedule of Activities

Effective and efficient use of time is essential in planning and conducting the evaluation effort. If a major effort is to be made the first year, this means that a number of preparatory, organizational, and orientation activities probably should be done prior to the academic year in which the major part of the study is to be conducted. Remember, however, that not everything can be accomplished during the first year.

The estimated amount of time that each activity will take must be determined. Appendix A in sample 4 shows one type of schedule of activities. This schedule shows graphically the time relationships among all the activities to be accomplished. Another type of schedule, shown in sample 5, lists specific dates for each activity.

SAMPLE 4

EVALUATION PLAN

The evaluation of the Merrick Hill High School vocational agriculture program is to be a product-oriented effort with emphasis on the program objectives and the involvement of local people.

Description of the Situation

Merrick Hill High School is located in a city of about 10,000 people. The area has good agricultural land, and the business and industry of the area are largely agricultural in nature.

The Merrick Hill vocational agriculture program enrolls an average of 100 secondary students each year. In addition, one adult class is offered each year by the two teachers of vocational agriculture.

Evaluation Philosophy and Objectives

Program evaluation concerns the making of judgments about the worth or value of a program. Evaluation is basically concerned with the determination of the extent to which previously established objectives are being or have been attained.

The reason for evaluating the vocational agriculture program is program improvement.

The program is to be evaluated by the people it is serving. This includes the school administration, teachers, citizens, and students.

The objectives for the evaluation effort are as follows:

- To determine the placement of former students
- To determine the value of the vocational agriculture training as viewed by former students and by employers
- To determine the satisfaction of former students in their present jobs
- To determine the career progress being made by former students
- To determine areas of the curriculum that should be added, strengthened, and/or deleted
- To determine the adequacy of the vocational agriculture facilities and equipment

Responsibilities

The two vocational agriculture teachers, an English teacher, a math teacher, a science teacher, the high school principal, and a high school guidance counselor will compose the staff committee. The head teacher of vocational agriculture will serve as chairperson of the staff committee.

The staff committee will be responsible for overall coordination of the evaluation effort. Designated members of the staff committee will develop questionnaires, arrange schedules, supervise mailings, conduct interviews, prepare reports, monitor project activities, develop recommendations, and prepare plans for implementing the recommendations.

The occupational advisory committee will review all plans, analyze the findings, and assist in formulating recommendations. In addition, a student committee will be suggested by the staff committee and appointed by the high school principal. The student committee will assist in developing and reviewing questionnaires.

Evaluation Activities

A follow-up questionnaire will be sent to all former students who left the program one year ago and three years ago.

An employer survey will be sent to employers who are employing those former students.

Visits will be made to businesses and industries that are employers or potential employers of students in the vocational agriculture program.

A survey will be conducted to determine the interests of students and parents concerning vocational agriculture.

Currently available data regarding agricultural employment opportunities will be analyzed to determine the need for trained personnel. No attempt will be made to conduct additional human resource needs surveys.

Limitations of Study

This evaluation effort will use currently available agricultural human resource needs data. No attempt will be made to conduct additional studies of this type.

The student follow-up study will be limited to former students who left the program one year ago and three years ago.

Budget	FYXX
I. Personal Expenses	
A. Staff (professional)	No additional cost
B. Secretary	xx
C. Benefits (secretary)	xx
D. Consultants (honorarium)	xx
II. Operating Expenses	
A. Postage	xx
B. Telephone	xx
C. Travel	xx
D. Data processing	xx
E. Office supplies	xx
F. Printing	xx
G. Reference materials	xx
H. Miscellaneous	xx
TOTAL	

Schedule of Activities

See Appendix A.

Reporting Procedures

The staff committee will submit monthly progress reports through the high school principal to the chief school administrator and board of education.

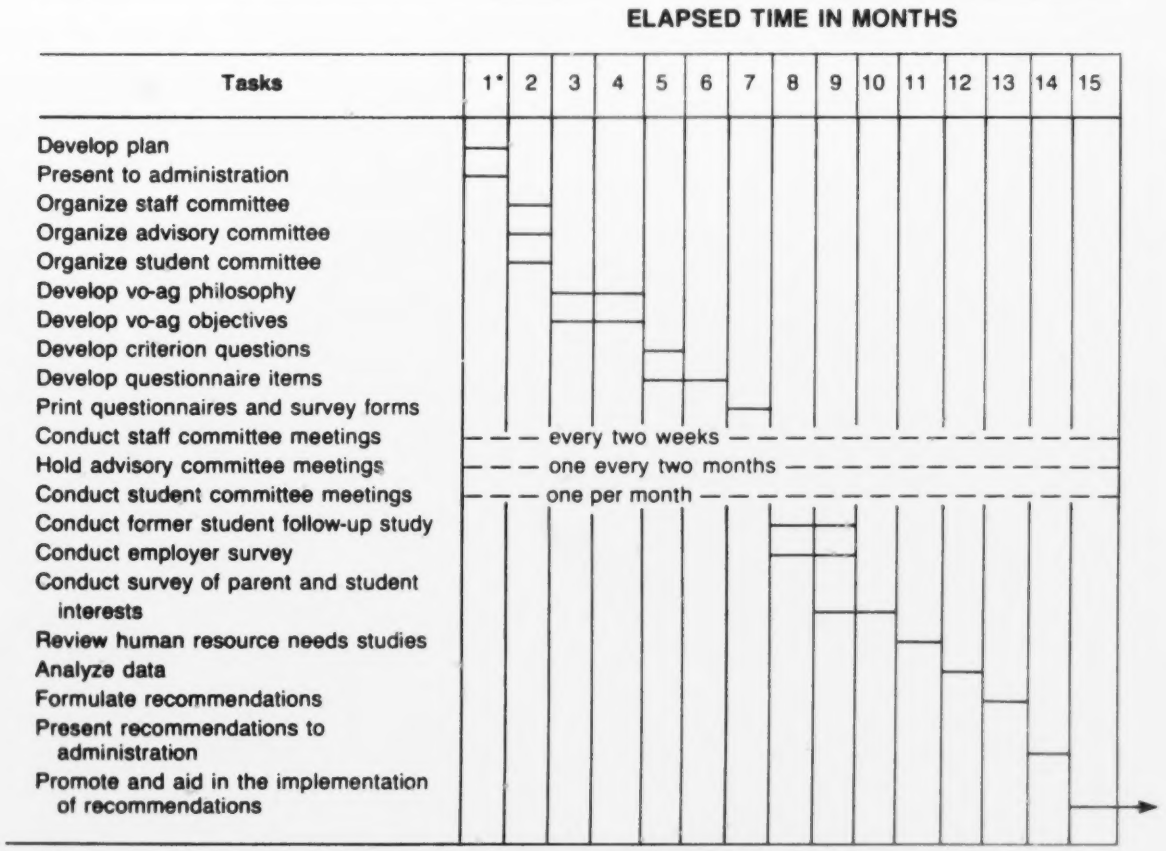
Method of Dissemination

A written final report will be prepared and presented through the high school principal to the chief school administrator and board of education. The chief school administrator will determine the advisability of releasing the report to various groups and/or the general public.

Plans for Implementation

On the basis of program evaluation findings, the staff committee will use input from the advisory committee to develop appropriate plans for strengthening the vocational agriculture program. The implementation plans will be developed in conjunction with and only with the support of the school administration and board of education.

APPENDIX A: SCHEDULE OF ACTIVITIES



*April

SAMPLE 5

SCHEDULE OF ACTIVITIES

Dates	
April 29	Hold preliminary orientation meeting with administration.
May 2	Hold organizational meeting of staff steering committee.
May 5	Conduct training session for staff steering committee.
May 10	Develop a schedule of activities.
May 19	Hold staff steering committee meeting for discussion of departmental and overall philosophy and objectives.
September 10	Hold staff steering committee meeting to adopt overall philosophy, to compile criterion questions, and to submit names for forming an occupational advisory committee (if not already operative).
September 16–October 4	Compile current addresses for graduates.
September 17	Attend board of education meeting to select advisory committee members (if new committee is to be established). Mail confirmation letters to committee members.
October 11	Prepare notices for advisory committee meeting on October 25.
October 25	Hold an orientation and organizational meeting for advisory committee.
October 28	Review and utilize evaluation materials in training workshops for staff members.
November 1	Mail follow-up questionnaire and cover letter to graduates.
November 8–25	Mail follow-up reminders.
December 10	Compile, analyze, and interpret results of follow-up questionnaire responses.
December 15	Hold committee meeting(s) to formulate occupational survey plans.
January 5	Prepare for occupational survey. Hold advisory committee meeting.
February 1–25	Conduct occupational survey. Hold advisory committee meeting.
March 1–15	Conduct surveys of parent and student interest in vocational programs.
April 10	Request consultant help in analyzing and interpreting data.
April 15	Analyze data and findings in light of objectives.
April 30	Hold joint meeting of staff and advisory committees to study findings.
July 5–August 15	Formulate recommendations and prepare reports.
September 10	Develop plan for implementation of recommendations from the evaluation process.
September 15	Present recommendations to the administration.
October 15–June 30	Promote and aid in the implementation of recommendations.

You may wish to meet with a group of two to five peers from your service area who are also taking this module to discuss techniques for planning for an evaluation. You might discuss the activities that would need to occur during the evaluation effort and how those activities would be carried out.

Read the following case situation, which briefly describes some of the characteristics of a vocational program in a hypothetical school. Then, assume that you are one of the two machine shop teachers described, and **develop a written plan** for evaluating the machine shop program. Because you are dealing with a sketchy hypothetical situation, your plan need not be very detailed; however, you should cover each of the major sections to be included in such a plan.

CASE SITUATION

Atwater Area Technical School is located in Thomasville, a city with a population of 15,000. A majority of the wage earners in Thomasville are employed by a large automobile manufacturing company.

Atwater's program of vocational education includes a machine shop program taught by two instructors. These instructors teach an average of 85 students each year. The vocational machine shop program has no organized advisory committee.

After you have developed your evaluation plan, use the Evaluation Plan Checklist, pp. 29–30, to evaluate your work.

NOTES

EVALUATION PLAN CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
Your plan:	N/A	No	Partial	Full
1. allows for the following persons to be involved in the evaluation:				
a. staff	☐	☐	☐	☐
b. administrators	☐	☐	☐	☐
c. students	☐	☐	☐	☐
d. teachers	☐	☐	☐	☐
e. parents (at the secondary level)	☐	☐	☐	☐
f. employers	☐	☐	☐	☐
2. includes a description of the area to be served	☐	☐	☐	☐
3. includes a statement of philosophy to guide the evaluation effort	☐	☐	☐	☐
4. includes a list of objectives for the evaluation effort	☐	☐	☐	☐
5. describes the specific responsibilities to be assigned to:				
a. the steering committee	☐	☐	☐	☐
b. the advisory committee (if one is to be formed)	☐	☐	☐	☐
c. the student committee	☐	☐	☐	☐
6. lists the major activities to be completed during the evaluation effort	☐	☐	☐	☐
7. defines the boundaries or limitations of the effort	☐	☐	☐	☐
8. includes a list of the items for which monies will have to be budgeted	☐	☐	☐	☐
9. describes the reporting procedures to be used	☐	☐	☐	☐
10. describes the manner in which the final report will be disseminated	☐	☐	☐	☐
11. describes the strategies that will be used to implement the recommendations contained in the final report	☐	☐	☐	☐

3i

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Developing a Local Program Evaluation Plan, pp. 22–25, revise your plan accordingly, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

After completing the required reading, develop a final evaluation report for a hypothetical vocational program described in a given case situation.

You will be reading the information sheet, Preparing a Final Report, pp. 32–38.

You may wish to review an evaluation report completed for a vocational program in your service area.

You will be reading the Case Situation, pp. 39–48, and developing a partial final evaluation report for the vocational program described.

Your competency in developing a final evaluation report will be evaluated by your resource person, using the Final Report Checklist, p. 49.

Your evaluation findings should be collected in a report that you can share with others. For information on organizing, preparing, and distributing a final evaluation report, read the following information sheet.

PREPARING A FINAL REPORT

The final report has several functions: (1) it serves as a means of disseminating the findings, conclusions, and recommendations of the evaluation effort; (2) it describes the evaluation process used and the activities conducted in the evaluation effort; and (3) it provides an opportunity for interested individuals to study the findings in relation to vocational-technical program objectives.

Remember that, as an author of the report, it is your responsibility to present the material in a factual and concise manner so that readers can reach their own conclusions. Your report should be written in clear and simple terms, so that other educators can understand your procedures and results.

The outline for the final report is determined by the objectives of the study, the findings collected, and the unique reporting requirements of the agency or individuals who will receive the report. An example of a final report outline for a local program evaluation effort is shown in sample 6.

Presenting Data

A properly conducted evaluation effort will generate a considerable amount of data. Ease in tabulating the data will depend upon the size of the study and the methods used.

If electronic data processing is to be used, check with the technicians and programmers at the data processing center to determine the proper procedures to use. If you choose to tabulate the data by hand, you will need to become familiar with simple techniques for organizing the data.[5]

Tables and Figures

Using tables and figures can help to make your evaluation report easier to read and understand. Both kinds of graphic device allow you to present your data in a clear and simple format, apart from the text of your report. Furthermore, such devices often have considerable impact upon readers.

For example, you might wish to include in your evaluation report data on adult awareness of vocational-technical education. You would probably have a range of data to report—some adults completely unaware of vocational-technical program offerings, others aware of some offerings or all offerings, and still others who take advantage of these offerings themselves or urge their children to do so. You could include in your report a pie graph, with each level of awareness represented by its own slice of the appropriate size. Anyone reading your report could then digest the information in the pie graph in a single glance.

The same data could, of course, be presented in the text of your report. However, presentation of data in the text can make the report difficult and tedious and, therefore, less likely to be read. It is usually more effective to present your data in tables and figures and to summarize the data and discuss their implications in the text of your report.

Tables. A table is a systematic arrangement of data, usually in rows and columns, for ready reference. Sample 7 presents employment data for a local area. In this sample, levels of occupations are listed on the left. The columns to the right list the numbers of employees at each level in four different industries. Totals for the occupational levels are presented in the far-right column; industry totals are presented in the bottom row.

In preparing tables for your report, you should follow a few simple guidelines:

- Place each table **after** and as close as possible to the point where it is first mentioned in the text.

5. To gain skill in tabulating data and in constructing tables and graphs, you may wish to refer to Module A-3, *Report the Findings of a Community Survey*.

- Number tables consecutively throughout your report. If you have three tables in your report, they should be numbered 1, 2, and 3.
- **Above** the table, on a line by itself, center the word *TABLE* (in capital letters) and the Arabic numeral (e.g., *TABLE 2*). Immediately below that, center the caption of the table in capital letters.
- Make sure that each caption describes clearly and simply what is contained in the table.
- Place a double-ruled line between the caption and the table itself. Vertical lines should be used very sparingly in the table.

Figures. Figures are illustrative materials that present information in graphic or pictorial form. Figures include graphs, charts, diagrams, maps, photographs, or artwork. Of these, you are probably most likely to include graphs and charts in your evaluation report. Sample 8 is an example of a figure—a bar graph showing actual and projected enrollments in vocational education for a ten-year period.

Guidelines for preparing figures are somewhat different from those for tables. They are as follows:

- Place each figure **after** and as close as possible to the point where it is first mentioned in the text.
- Number figures consecutively throughout your report. Note that tables and figures are numbered separately. Thus, you might have figures 1–8 **and** tables 1–4.
- **Below** the figure, center the number and caption of the figure. The number should read *Fig.* ___ with an Arabic numeral. The numeral is then followed with a dash and the caption in upper- and lower-cased letters.
- Make sure that the caption for each figure describes clearly and simply what is contained in the figure.

Writing Style

In writing your report, you should make every effort to keep the report simple, clear, and objective. Following are a few suggestions to use in writing the report:

- Do not use personal references
- Be fairly detailed, but do not use extra words
- Write in the third person
- Use precise terms
- Use a minimum number of abbreviations

Writing is not easy for many people. It is usually helpful to have a colleague critique your writing. Or, you may find it helpful to set the materials aside for a few days or weeks and then review them and make the necessary changes.

Findings, Conclusions, and Recommendations

Perhaps the most important parts of your evaluation report will be those in which you set out your findings, conclusions, and recommendations. It is there, in a nutshell, that you can tell what you found (findings), what they mean (conclusions), and what should be done next (recommendations).

Findings are summaries of the data you have collected in your evaluation. Each individual finding summarizes the data collected to answer a criterion question. Your findings should not simply report data from individual responses. Rather, they should describe how all the individual responses add up—for example, that 50 percent of vocational program graduates found employment within one month; another 25 percent, within two to six months; and so on.

Conclusions describe the significance of your findings, in general and often judgmental terms. A conclusion tells the reader **why** a finding is important. For example, one of your findings might be that 75 percent of vocational program graduates who found employment in areas related to their training reported dissatisfaction with their training. Another finding might be that the employers of these graduates reported the same dissatisfaction. From these two findings, you could justifiably draw the conclusion that "high levels of dissatisfaction with high school training were reported."

The significance of this conclusion is in the word *high*. By saying that dissatisfaction is high, you tell your readers that it could—and should—be lower, that it is not good for it to be so high. You translate the data summary in your findings into a general statement that has significance for the programs being evaluated.

Recommendations are your suggestions regarding actions that should be taken as a result of your conclusions. If a conclusion states a need, a concern, or a problem, you should recommend specific activities to address that need, concern, or problem.

It is very important that you base your recommendations on your findings and conclusions. It would hardly be logical, for instance, to conclude that job-related placement rates are too low and then recommend that efforts be increased to recruit students into vocational programs. Your entire evaluation effort may be wasted if your recommendations are not supported by findings and conclusions.

Sample 9 contains partial findings, conclusions, and recommendations of a hypothetical evaluation at a comprehensive high school. Although you might not present them together in this way in your evaluation report, they are presented together in this sample so that you can see how they relate to one another.

Distribution of Final Report

Results of the evaluation effort should first be reported to the school or college administration and the governing board. The school administration and the governing board should determine the individuals and other groups to which the final report should be released.

The staff committee may want to suggest a list of individuals, agencies, or groups to whom the report should be released. In general, the distribution should include groups who worked on the evaluation effort, advisory committee members, student committee members, the press, labor groups, business and industrial groups, professional and civic organizations, and the general public.

SAMPLE 6

FINAL REPORT OUTLINE

I. **Abstract**

Occupies one or two pages; identifies the school; and concisely and simply summarizes the objectives, findings, conclusions, and recommendations

II. **Introductory Section**

A. Introduction

Vocational Program: This section should give a description of the institution's vocational program. It may include statements on the institution's vocational education philosophy and objectives.

B. Objectives of Local School or College Evaluation

This section should include a clear, concise listing of the objectives established within the framework of the evaluation. These objectives give direction to the institution's evaluation effort.

C. Description of Activities

In this section, a detailed description should be given of each activity included in the evaluation. A time schedule and other materials may also be included.

D. Staff Involvement

This section should present information focusing upon the extent and type of staff involvement. It should address the outcomes, attitudes, type of committees, functions, philosophy changes, successes, failures, and so on.

E. Citizen Involvement

Facts about citizen involvement in the evaluation are presented in this section. It reports types, size and representation of committees, functions, attitudes, outcomes, successes, failures, and so on.

F. Consultant Involvement in Project

This section includes information focusing upon the role of any consultants in the evaluation.

G. Public Relations

This section deals with the type, method, and scope of public relations used in connection with the evaluation.

III. **Findings Section**

A. Committee Activities

This section reports the number and type of committees and the scope of activities of each.

B. Committee Recommendations

The recommendations of each committee are presented in this section. Each recommendation should be accompanied by supportive data and other information.

C. Follow-Up Studies

If employer surveys and follow-up studies of graduates and dropouts were made, the results and generalizations are reported in this section.

D. Curricular Studies

If studies of present or potential curricula were made, the results are reported in this section.

E. Other Types of Studies

If occupational surveys, attitude studies, or other types of studies were made, the results are reported in this section.

F. Changes Resulting from or Related to Local Program Evaluation

Any changes, innovations, adoptions, or plans already made are reported in this section.

IV. **Conclusions and Recommendations**

A. Conclusions

The conclusions should be organized according to the objectives that were drawn up for the evaluation.

B. Recommendations

All recommendations and future plans for evaluation should be reported in this section.

V. **Appendix**

A. Questionnaires

B. Checklists

C. Committee membership lists

D. Public relations materials

SAMPLE 7

TYPICAL TABLE

TABLE 1
EMPLOYMENT BY OCCUPATION AND INDUSTRY
WITHIN THE JONESVILLE AREA
NOVEMBER 1985

Occupations	Industries				Total
	Manufacturing Employment	Construction Employment	Wholesale Employment	Retail Employment	
Professional	426	34	28	22	510
Semiprofessional	386	52	22	34	494
Managerial	350	43	31	38	462
Clerical	720	58	74	102	954
Sales	482	6	68	95	651
Skilled	927	126	49	83	1185
Semiskilled	1217	248	96	127	1688
Unskilled	756	124	74	79	1033
Total	5264	691	442	580	6977

SAMPLE 8

TYPICAL FIGURE

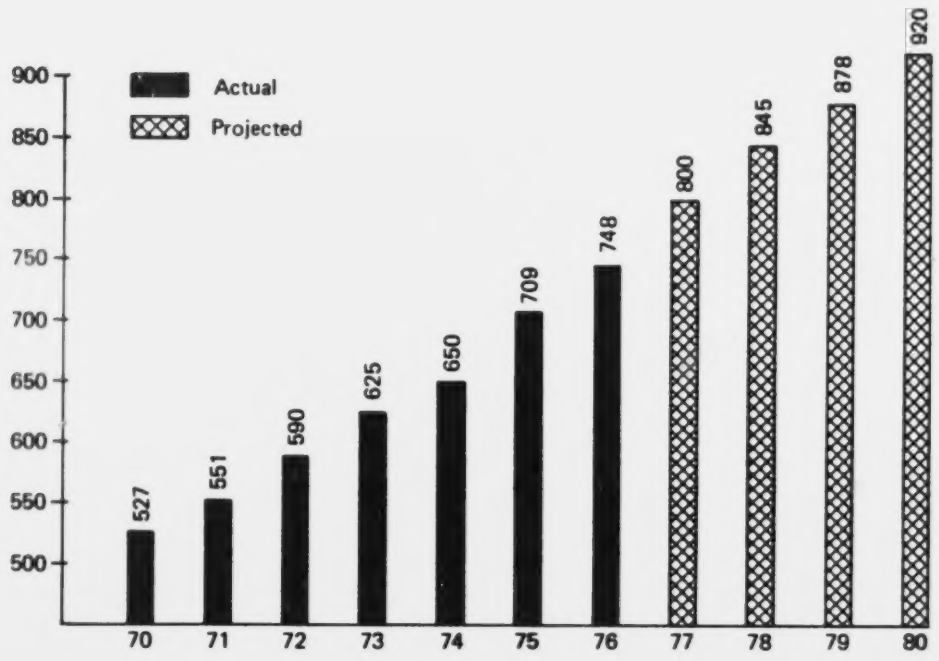


Fig. 1—Vocational Education Enrollment

SAMPLE 9

EVALUATION FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings	Conclusions	Recommendations
1. Less than 50% of vocational program graduates found employment in areas in which they had received training.	1. The placement rate in training-related jobs for vocational program graduates is too low.	1. A new human resource needs assessment should be conducted to determine current local employment possibilities.
2. Approximately 35% of vocational program graduates go on to further vocational training at postsecondary institutions. Of these, over 50% report dissatisfaction with their nonvocational high school training; 40% report low or failing grades in postsecondary English courses; and almost 65% report difficulty in reading postsecondary textual materials.	2. Vocational program graduates often experience difficulty with their English language skills in postsecondary training.	2. A follow-up study should be conducted on all vocational program graduates entering postsecondary training to determine why they are experiencing difficulty with their English language skills.
3. Of vocational program graduates who found employment in areas in which they had received training, 85% report satisfaction with their high school vocational training. Almost 95% of the employers of these graduates also report satisfaction with high school vocational training.	3. Vocational program graduates and their employers are generally very satisfied with high school vocational training.	3. This information should be disseminated among teachers to aid in maintaining high instructional quality and teacher morale. It should also be disseminated among administrators and the general public to foster recognition of the high instructional quality of vocational programs.
4. Less than 45% of adults in the community reported awareness of vocational program offerings; less than 25% reported awareness of adult vocational program offerings.	4. Adults in the community are too often unaware of vocational program offerings, especially of adult vocational program offerings.	4. A campaign should be conducted to promote awareness of vocational program offerings for both high school students and adults.

You may wish to arrange through your resource person to review a final evaluation report for a vocational program. As you review the report, note such things as the format and positioning of tables and graphs, writing style, and organization and type of information.

The following case situation is in two parts. Part I gives you brief background information on your case situation, and Part II provides partial data from an evaluation of a hypothetical vocational program. Read Parts I and II, and then use the information given to complete the following tasks:

1. Analyze the data.
2. Draw conclusions from the data.
3. Develop recommendations based on the data.
4. Prepare a partial written report of the evaluation data, including the following:
   - An abstract
   - An introduction
   - Findings
   - Conclusions
   - Recommendations

Your report should be brief and should include one or two sample graphic presentations to support or illustrate your findings. Your report, although brief and incomplete, should provide ample evidence that you have the skill to interpret data and to use that data to prepare a final report of your findings, conclusions, and recommendations.

CASE SITUATION

I. Background Information:

You are a vocational teacher in a graphic arts program at Bayton Vocational School. Twenty-four students have been enrolled in this program. The objectives established for the program are as follows:

- To place 90 percent of the students in a graphic arts job
- To provide a program that will enable former students to be personally satisfied on the job
- To provide a program that will enable former students to advance on the job
- To provide a program that will enable students to obtain immediate employment following their graduation

You have just been involved in an evaluation of your graphic arts program and are ready to use the data to prepare a final report. The data available to you follow.

II: Occupational Data:

RESPONSES FROM FORMER STUDENTS

Number of former students mailed questionnaires 24
Number of questionnaires returned 20

COMPLETED PROGRAM

Response	Number
Yes	16
No	3

No Response 1

REASONS FOR NOT COMPLETING PROGRAM

Reason	Number
Change of occupational objective	1
Work on a job	1
Financial reasons	
Dislike for the school	1
Transfer to another school district	
Poor health	
Other	

No Response 0

RATING OF SCHOOL SERVICES

Service	Very Good	Average	Poor
Vocational instruction	17	2	1
All other instruction	13	4	3
Vocational shop or lab	14	4	2
Guidance and counseling	0	4	16
Job placement	1	9	10

No Response 0

TIME SPENT LOOKING FOR FIRST JOB

Time spent	Number
Had job before leaving school	5
Looked for two weeks or less	4
Looked for three to four weeks	10
Looked for one to two months	1
Looked for more than two months	

No Response 0

IS PRESENT JOB FIRST JOB?

Response	Number
Yes	13
No	7

No Response 0

ASSISTANCE RECEIVED IN GETTING FIRST JOB

Source	Number
Vocational teacher	5
School job placement service	
Other school personnel	
State employment agency	2
Private employment agency	2
Relatives and friends	5
Other	5

No Response 1

PRESENT JOB

Job	Number
Compositor	5
Printing press operator	3
Platemaker	5
Stripper	2
Assistant printing press operator	3
Bookbinder	1
Plumber's helper	1

No Response 0

HOURS PER WEEK EMPLOYED

Hours	Number
Less than 20 hours	
20–24 hours	
25–29 hours	
30–34 hours	2
35–40 hours	13
More than 40 hours	5

No Response 0

RELATIONSHIP BETWEEN PRESENT JOB AND TRAINING PROGRAM

Relationship	Number
Job same for which trained	15
Job highly related to the training	4
Job only slightly related to the training	
Job not related to the training	1

No Response 0

PRESENT RESIDENCE IN RELATION TO WHERE TRAINED

Distance	Number
Same	
Less than 100 miles, within the state	1
More than 100 miles, within the state	8
Out of the state	10

No Response 1

WAGES OF PRESENT JOB, EXCLUDING OVERTIME

Wages	Number
$1.99 or less per hour	
$2.00–$3.34 per hour	
$3.35–$4.99 per hour	1
$5.00–$5.99 per hour	1
$6.00–$6.99 per hour	5
$7.00–$7.99 per hour	10
$8.00 or more per hour	3

No Response 0

FEELINGS ABOUT PRESENT JOB

Feelings	Number
Like it very much	14
Like it somewhat	4
Neither like nor dislike it	2
Dislike it somewhat	
Dislike it very much	

No Response 0

USE OF TRAINING ON PRESENT JOB

Frequency	Number
Frequently (use most of the time)	16
Occasionally (use only some of the time)	4
Seldom (use only rarely)	
Never (never use it)	

No Response 0

TYPE OF INSTITUTION IN WHICH PRESENTLY ENROLLED

Institution	Number
Vocational high school	
Public high school	
Two-year junior or community college	
Public postsecondary technical institute	
Four-year college or university	
Private vocational or business school	
Not in school	20
Other	

No Response 0

INFORMATION FROM EMPLOYERS CONCERNING THEIR ASSESSMENT OF FORMER STUDENTS

Number of employers mailed questionnaires 20
Number of questionnaires returned 18

QUALITY OF WORK

Quality	Number
Above average	13
About average	4
Below average	1

No Response 0

QUANTITY OF WORK

Quantity	Number
Above average	15
About average	2
Below average	1

No Response 0

JOB-RELATED KNOWLEDGE

Degree of Knowledge	Number
Above average	14
About average	3
Below average	1

No Response 0

ABILITY TO OPERATE EQUIPMENT

Rating	Number
Above average	14
About average	3
Below average	1

No Response 0

READING, VERBAL, AND COMPUTATIONAL SKILLS

Rating	Number
Above average	12
About average	5
Below average	1

No Response 0

WILLINGNESS TO ACCEPT RESPONSIBILITY

Rating	Number
Above average	17
About average	
Below average	1

No Response 0

PUNCTUALITY

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

ABILITY TO WORK WITHOUT SUPERVISION

Rating	Number
Above average	13
About average	4
Below average	1

No Response 0

WILLINGNESS TO LEARN AND IMPROVE

Rating	Number
Above average	12
About average	4
Below average	2

No Response 0

COOPERATION WITH CO-WORKERS

Rating	Number
Above average	17
About average	
Below average	1

No Response 0

COOPERATION WITH MANAGEMENT

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

COMPLIANCE WITH COMPANY POLICIES, RULES, AND PRACTICES

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

WORK ATTENDANCE

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

JOB PERFORMANCE

Rating	Number
In top one-fourth	17
In top one-half, but not among top one-fourth	
In bottom one-half, but not among lowest one-fourth	
In lowest one-fourth	1

No Response 0

LABOR DEMAND FOR BAYTON VOCATIONAL SCHOOL DISTRICT

	Estimated Employment	Average 2-year Change
Composition, Makeup, and Typesetting	46	4
Printing Press Occupations	32	
Lithography, Photography, and Platemaking	10	1
Photoengraving	2	
Silk Screen Making and Printing	65	12
Bookbinding	7	

STUDENT INFORMATION

SOCIAL HABITS (Grade 12)

	Number			
	Excellent	Good	Fair	Poor
Courteous and considerate	12	6	4	2
Cooperates with others	14	8		2
Clean and neat personal surroundings	10	8	4	2
Respects rights and opinions of others	11	7	4	2
Respects school regulations	14	7	2	1

WORK HABITS (Grade 12)

	Number			
	Excellent	Good	Fair	Poor
Starts and completes work on time	18	4	1	1
Listens to and follows directions	15	5	2	2
Uses time wisely	16	6		2
Strives for accuracy	11	7	3	2
Accepts responsibility	12	6	4	2
Works independently	10	8	4	2
Works neatly at all times	13	8	2	1

INTELLIGENCE TEST SCORES AND GRADE POINT AVERAGES

Student	Score	GPA*	Student	Score	GPA*
1	110	2.1	13	85	2.0
2	109	2.4	14	97	2.0
3	95	2.3	15	109	2.7
4	125	4.0	16	125	3.6
5	107	2.2	17	114	2.9
6	111	3.2	18	112	3.3
7	134	3.6	19	117	3.8
8	87	2.3	20	120	3.4
9	105	3.1	21	140	2.0
10	112	2.5	22	120	3.6
11	115	3.2	23	98	2.0
12	102	2.8	24	110	3.0

* Grade Point Average (GPA) computed for all high school subjects out of a possible high of 4.0

After you have developed your evaluation report, arrange to have your resource person review and evaluate your report. Give him/her the Final Report Checklist, p. 49, to use in evaluating your work.

FINAL REPORT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. Report stated the objectives of the educational program	☐	☐	☐	☐
2. Report limited itself to the evaluation objectives	☐	☐	☐	☐
3. Report described the activities conducted in the evaluation effort	☐	☐	☐	☐
4. Data were clearly presented by: a. tables	☐	☐	☐	☐
b. figures	☐	☐	☐	☐
c. other graphic items	☐	☐	☐	☐
5. Method of data analysis was clearly stated	☐	☐	☐	☐
6. Findings were based on sufficient data	☐	☐	☐	☐
7. Conclusions were based on findings	☐	☐	☐	☐
8. Recommendations were based on findings and conclusions	☐	☐	☐	☐
9. Material was presented in a factual manner	☐	☐	☐	☐
10. Writing style was direct and concise	☐	☐	☐	☐

Level of Performance: All items must receive N/A or FULL responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** evaluate your vocational program.

As part of your teaching duties, plan and conduct an evaluation of your vocational-technical program. This will include—

- developing a tentative plan outlining the steps you plan to take in evaluating your program
- submitting this plan to your resource person for his/her review before taking any further steps
- obtaining permission from the appropriate school or college administrators to plan and conduct an evaluation of your program
- involving school or college staff, administrators, advisory committees, the public, and students in the evaluation effort
- following a planned schedule of evaluation activities
- analyzing and interpreting data collected from the evaluation effort
- preparing a final evaluation report

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation for a period of approximately one year.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation and final report and observe at least one instance in which you are working with an advisory committee or staff steering committee.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 53–54.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in evaluating your vocational program.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Evaluate Your Vocational Program (A-11)

Name

Date

Resource Person

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In initiating the program evaluation effort, the teacher:						
1. secured the approval and support of the appropriate school/college officials	☐	☐	☐	☐	☐	☐
2. through the administration, secured the approval of the governing body for the program evaluation effort	☐	☐	☐	☐	☐	☐
3. provided orientation to the program evaluation for:						
a. administrators	☐	☐	☐	☐	☐	☐
b. teachers	☐	☐	☐	☐	☐	☐
c. advisory committee members	☐	☐	☐	☐	☐	☐
d. students	☐	☐	☐	☐	☐	☐
e. general public	☐	☐	☐	☐	☐	☐
In developing plans for evaluating the vocational-technical program, the teacher:						
4. involved the following persons:						
a. staff	☐	☐	☐	☐	☐	☐
b. administrators	☐	☐	☐	☐	☐	☐
c. other teachers	☐	☐	☐	☐	☐	☐
d. parents (at the secondary level)	☐	☐	☐	☐	☐	☐
5. described the situation in the area served by the school	☐	☐	☐	☐	☐	☐
6. developed a philosophy and objectives for the evaluation effort	☐	☐	☐	☐	☐	☐
7. determined and specified the responsibilities of the:						
a. staff steering committee	☐	☐	☐	☐	☐	☐
b. advisory committee	☐	☐	☐	☐	☐	☐
c. student committee	☐	☐	☐	☐	☐	☐
8. identified the specific evaluation activities to be completed	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
9. identified boundaries or limitations of the effort	☐	☐	☐	☐	☐	☐
10. developed a budget for the evaluation effort	☐	☐	☐	☐	☐	☐
11. identified the reporting procedures	☐	☐	☐	☐	☐	☐
12. determined the method of dissemination	☐	☐	☐	☐	☐	☐
13. developed strategies for implementing the recommendations evolving from the evaluation effort	☐	☐	☐	☐	☐	☐
14. identified procedures for incorporating evaluation as part of the ongoing program of vocational-technical education	☐	☐	☐	☐	☐	☐
15. secured approval of the program evaluation plan from the school/college administration	☐	☐	☐	☐	☐	☐
In conducting the program evaluation effort, the teacher:						
16. followed the planned schedule of activities, adjusting the schedule to reflect the progress of the effort and to compensate for unavoidable delays	☐	☐	☐	☐	☐	☐
17. prepared periodic reports concerning the progress of the evaluation effort for the administration	☐	☐	☐	☐	☐	☐
18. analyzed and interpreted the findings of the evaluation effort	☐	☐	☐	☐	☐	☐
19. prepared conclusions and recommendations based on the findings of the evaluation effort	☐	☐	☐	☐	☐	☐
20. prepared and distributed the final report of the program evaluation effort	☐	☐	☐	☐	☐	☐
After recommendations were made, the teacher:						
21. discussed the recommendations with the administration	☐	☐	☐	☐	☐	☐
22. worked in appropriate ways to implement as many recommendations as possible	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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